

# CALIFORNIA SCHOOLS

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OCTOBER 1951

# CALIFORNIA SCHOOLS

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This is the second of a series of articles dealing with progress in implementing the "Framework for Public Education in California." The first article, published in the September issue of *California Schools*, reviewed "Promising Practices for Implementation of the Framework in the Elementary Schools."

Since the "Framework" is a body of general principles covering the entire range of public education, it must be reinterpreted in the form of specific action programs for different levels and different fields of specialization. These articles show how the "Framework" is being put to practical use in specific situations.

## SECONDARY SCHOOLS MAKE "THE FRAMEWORK" A REALITY

Prepared by GEORGE L. ROEHR and EARL SAMS, *Consultants in Secondary Education*, under the direction of FRANK B. LINDSAY, *Assistant Chief, Division of Instruction*

Young people in California have opportunities for education superior to those provided for their parents because public school people at all levels constantly are exchanging information about successful practices in instruction and thus are seeking to attain common understandings of the purposes, principles, and scope of services that public schools should render to youth. Several thousand teachers, supervisors, and administrators worked co-operatively to formulate the statement entitled *A Framework for Public Education in California*.<sup>1</sup> The 60,000 copies of the Framework distributed by the State Department of Education have made familiar to the majority of educators and interested laymen this synthesis of good practices and forecast of desirable developments based upon curriculum planning by the entire school and community in partnership.

The issue of *California Schools* for September, 1951, has described many of the practices in elementary schools which implement the Framework. This article will set forth some of the ways in which high schools and junior colleges are improving their programs of instruction in the spirit of and with the guidance of the Framework.

<sup>1</sup> *A Framework for Public Education in California*, Bulletin of the California State Department of Education, Vol. XIX, No. 6, prepared by the California Framework Committee, a Committee Appointed by the Superintendent of Public Instruction at the Request of the State Curriculum Commission. Sacramento 14, California: State Department of Education, November, 1950.

## WHAT ARE SECONDARY SCHOOLS DOING TO DEVELOP CIVIC RESPONSIBILITY IN CALIFORNIA'S YOUTH?

"The major function of public education is to make it possible for each learner to become more and more effective as a citizen in a democracy that is continuously changing, improving, and playing a significant role in the world scene," states the Framework at its outset. All California high schools and junior colleges are now required to have "regular courses of instruction in the Constitution of the United States, and in American history, including the study of American institutions and ideals and of the principles of state and local government established under the Constitution of this State."<sup>1</sup> In order to make certain that California secondary schools will uniformly devote more time to study of the governments of this Nation and State and of local units, the State Board of Education has ruled that 15 semester periods shall be required in these subjects as a minimum to be completed by every student in junior, senior, and four-year high school.<sup>2</sup>

In general, courses in the social studies show the influence of the Framework. An instance is the increasing number of classrooms which display interest-getting, thought-provoking materials on bulletin boards and elsewhere. Likewise, students are participating enthusiastically in planning and working for programs of study that provide for contributions by pupils of widely varying abilities and backgrounds. The learning experiences in such programs become more important to students when they have had a share in the planning.

The "October Reports" of secondary school principals for October, 1950, indicate that in addition to the formal courses in "United States History, Constitution, and Civics" maintained in all California junior, senior, and four-year high schools, "a planned program of studies, student activities and organization, and community projects to develop civic competence on the part of youth" was being maintained by 394, or approximately 60 per cent, of these schools. Analysis of the detailed descriptions of the purposes of programs of training for citizenship submitted by 62 of these schools shows them to be similar in meaning and compatible to "The Objectives of Civic Responsibility" listed in the Framework.<sup>3</sup>

Among innovations employed by high schools in following the guidelines set forth in the Framework with respect to preparation for civic responsibility are a number of activities motivated by a desire to increase the effectiveness of the academic studies. Examples are the

<sup>1</sup> Education Code Section 10051, Chapter 383, Statutes of 1951, amended this section by adding the last phrase, "*and of the principles of state and local government established under the Constitution of this State.*"

<sup>2</sup> California Administrative Code Sections 97 and 102. Subsection 97(b) was amended by the Board at its July, 1951, meeting to require 15 instead of 10 semester hours, effective August 23, 1951.

<sup>3</sup> *A Framework for Public Education in California*, pp. 5-6.

scheduling of community leaders as speakers and consultants for classes; field trips by classes to civic institutions; interviews with businessmen of the community by class representatives; classroom reports of current community news of a civic nature; participation by school shops in the manufacture of items for enterprises of civic development; performance of clerical services to community groups by commercial classes; and class study of specific community problems such as delinquency or health services.

In addition to introducing types of learning experiences designed to vitalize the formal program of studies, many high schools are utilizing co-curricular activities to re-enforce citizenship training. Through training classes in student leadership the holders of executive offices in student organizations receive specific practice in processes of group action. The attention and time allotted to leadership training classes and to learning experiences through related student activities have been of great benefit to the entire area of co-curricular activities in secondary school instruction. The same objective is achieved in other schools through units on leadership planned by pupils and teachers in partnership and incorporated into regular courses of social studies. Student bodies are achieving the status of recognized community organizations and participate in community-wide civic undertakings such as safety, clean-up, or recreation campaigns. Officers and student body representatives often participate in activities of the American Legion, chambers of commerce, and service clubs.

The individual school community provides a situation within which secondary school students often, in the words of the Framework, "achieve skill with processes of group action." Faculties are encouraging and guiding the development of many kinds of student groups in addition to the basic student body with its schoolwide student council. Standing committees are established to work on problems of recreation, schoolground traffic, and safety. The Future Farmers of America, the Future Homemakers of America, Hi-Y, Tri-Y, the California Scholarship Federation, and many hobby clubs and special-interest groups are to be found in secondary schools. The recognition of the intramural school community as a vital source of learning experiences for students by the California Association of Secondary School Administrators has resulted in its vigorous sponsorship of the California Association of Student Councils to stimulate student leadership in effective self-government.<sup>1</sup>

"We are more and more concerned with facility in living democratically," continues the Framework in its discussion of the purposes

<sup>1</sup> The foregoing paragraphs depicting programs of studies and activities planned to develop civic competence on the part of youth were derived principally from the 1950 October reports submitted by Arvin, Avenal, Barstow Senior, Berkeley Senior, Chico, Colton, David Starr Jordan Senior (Long Beach), George Washington Senior (San Francisco), Hayward, Lakewood Junior (Long Beach), Lincoln Junior (Santa Monica), Modesto, Redlands Junior, Richard Henry Dana Junior (Los Angeles), Roosevelt (Fresno), Salinas, Santa Maria, Stockton Junior, and Tracy high schools.

of public education in California.<sup>1</sup> "This involves the processes of group planning, deliberating, deciding, and acting." In the 1950 October reports 297 high schools and 175 junior high schools listed programs of "well-defined activities of co-curricular nature designed to meet the developmental needs of youth." Detailed information was submitted by 101 of the schools to show how these programs provide meaningful opportunities for pupils to gain practice in democratic skills and to emphasize the need for and personal satisfactions to be derived from service to home, school, and community. The rich and varied nature of these activities occurring in the school community is revealed by the 112 different kinds reported. These may be grouped into nine categories, three of which are seen at once to be civic in character, namely, services to school, to student government, and the student body. Examples of service to the school are membership in bicycle patrol, color guard, health committee, library staff, safety council, school betterment committee, and tardiness board.<sup>2</sup>

The co-operation of teachers and high schools in the program termed "Life Adjustment Education for Youth in California" has tended to follow the suggestions embodied in the state Framework. A workshop held at Santa Barbara in 1950 attended by principals and curriculum directors has resulted in the formation of a Committee on Curriculum Planning and Development, sponsored by the California Association of Secondary School Administrators. Older committees of the organization are dealing with uniform requirements for high school graduation and with bases for accreditation of high schools other than merely the criterion of performance of graduates at college and university. The Regional Project in Secondary Education, embracing school districts in twenty counties of northern California and uniting the efforts of three State college staffs with the State Department of Education and numerous professional organizations of educators, should prove a fruitful example of implementation of the Framework. The Study of General Education in Junior College promoted by the California Association of Junior Colleges has derived much of its vitality from the influences of the Framework upon that field.

California high schools and junior colleges exemplify the statement of the Framework that "the educational point of view of the California public school is rooted in a deep abiding faith in American democracy." Their administrators and teachers are aware of the importance of desirable attitudes and of the necessity of developing skill, from suitable experience and practice, in democratic processes. They are determined to select such content and to provide such learnings as that will make maximum

<sup>1</sup> *A Framework for Public Education in California*, p. 5.

<sup>2</sup> Representative and full accounts of programs of student activities were submitted by the following high schools, from which the foregoing has been greatly condensed: Benjamin Franklin Junior (Long Beach), Lowell (San Francisco), Montebello Senior, Napa Junior, University Senior (Los Angeles), and Westwood Senior.

contribution to genuine understanding of the ideals and principles upon which the United States of America is founded.

#### WHAT ARE SECONDARY SCHOOLS DOING TO HELP YOUTH REALIZE INDIVIDUAL CAPACITIES?

In recent years secondary schools have become increasingly concerned about students who drop out, and some sixty school districts have intensively studied causes of poor holding power. The capacity of the learner often is a factor in his desire to learn, and the problem of the slow learner is widespread. In 1950, 374 high schools reported that they were making special provisions for slow learners. For example, the staff of the Superintendent of Los Angeles County Schools, in co-operation with several high school districts, has prepared a manual of suggestions entitled, "The Slow Learner in the Secondary Schools." The same county office has also co-operated with a committee representing the high schools of the Compton, Covina, Monrovia-Arcadia-Duarte, Puente, South Pasadena-San Marino, and Santa Monica districts to define a challenging program for gifted children, formulated under the title, "The More Capable Learner in the Secondary School."

The leaflet, "In Education, Too, California Is Outstanding," distributed by the California Teachers' Association, summarizes the statistics of marks made by 35,432 high school seniors on the tests of the Armed Forces Institute. The average score of California high school seniors was 16.8 per cent above the national average. In a test on history, government, and economics, 62 per cent of California high school seniors ranked above the national average; in reading and in English (grammar, spelling, and diction) the percentages ranking above the national average were 67 and 59, respectively. Likewise, in a test on biology, health, physics, and physiology, 58 per cent of Californians were above the national average. In mathematics, slightly less than half—46 percent—scored higher than the national average.

The achievement of California high school seniors in these tests did not happen by chance. In many school districts, teachers have repeatedly worked to devise the most useful content for students in the several fields of study. The attention to reading in high school reported by Long Beach and San Francisco schools is an instance in point. Similarly Tulare County has developed a "Co-operative Language Arts Guide," and Fresno County "A First Report on Reading in the Secondary Schools" for guidance of teachers. Six counties in northern California have combined efforts and held three annual conferences on language arts.

The serious consideration which mathematics is receiving in high schools is exemplified by the study made at Modesto embodied in the 1950 revision of the "Mathematics Course of Study, Grades 9 through 12,"

another instance is San Francisco's "Mathematics Teaching Guide." An elaborate study in progress in the city of Los Angeles and in surrounding communities, conducted in co-operation with the University of California, is now entering its fourth year of successful operation. What is called for, as the California Mathematics Council reports, is the introduction of new techniques of instruction in mathematics which make evident the uses and applications of the principles of algebra, geometry, and trigonometry in practical affairs. More and more high schools are enrolling students in mathematics courses in terms of their several goals of college entrance, business majors, or shop and technical courses. This care in assignment of students to courses reflects the selective needs of American business and industry for competent employees in contrast to the ideal of philosophical consideration of abstract ideas characteristic of the Greeks who originally elaborated the Euclidean theorems.

The implementation of the Framework through health and physical education to enable individuals to realize their capacities will be the subject of another article in this series. A word is in order, however, about opportunities in the secondary schools to develop creative expression and appreciation. The junior high schools have long recognized their obligation in this area of human living, and the junior colleges are giving it more and more attention. The Study of General Education in the Junior Colleges of California has noted particularly some 27 courses in art, 5 courses in writing, and at least 15 courses in music which make possibilities for creative expression available to students. In fields of vocational education many students enjoy creative expression in courses such as Art Principles and Practice in home economics at Reedley, or Great American Writers at El Camino junior college.

#### HOW DO SECONDARY SCHOOLS HELP YOUTH TO IMPROVE THEIR HUMAN RELATIONS?

The concern of secondary schools for helping students to achieve skill in their human relations is best illustrated in the several co-operative projects presently in progress in Los Angeles, San Diego, and San Francisco counties. In the first-named project some eighteen high school districts are participating; the variety of the problems with which the project deals is indicated by the range in size of the districts being studied, from Los Angeles City to Wiseburn Elementary. It is impossible within the limits of this article to describe properly the advances achieved in such school communities as Willowbrook junior high (Compton), Garfield senior high (Los Angeles), and San Diego senior high schools.

To live within a budget, to care for children, and to choose a life partner in marriage are themes which the homemaking departments of many high schools and junior colleges incorporate in numerous courses of family living. Again, a later article will present data in this field.

### WHAT ARE SECONDARY SCHOOLS DOING TO HELP STUDENTS ATTAIN ECONOMIC EFFICIENCY?

As the Framework states, the individual has three roles in the economy: as citizen and voter, as worker, and as consumer. Representative studies by school districts of occupational opportunities are those of Kern County union high, Tulare union high, and San Francisco and Stockton city unified school districts. To assist students to understand the business complex of their communities are the "Career Days" sponsored by many high schools; for example, the annual county-wide programs at Fresno, Merced, and Woodland. In these ventures, business and professional men of the community co-operate with schools to plan programs designed to help students select and train for a vocation and themselves provide experienced people whom the students may interview.

The provision of appropriate work experience as an integral part of the curriculum for every graduate is gaining ground in a number of schools in rural areas, as illustrated at Santa Ynez Valley high school, in towns like Oceanside, and in cities like Stockton where the junior college is working toward such a program.

The Southern California Conference on Economic Education of three weeks' duration in the summer of 1951 enabled a large group of teachers to study the American economic system in detail for the purpose of assembling effective materials about American enterprise to be introduced into high school courses to help students gain economic literacy about the United States. In the field of consumer education there is marked increase in enrollments in the many twelfth-year courses in senior problems.

No attempt has been made herein to distinguish, among the multitude of examples which illustrate how secondary schools are implementing the Framework, those most recent projects that are a direct outgrowth of Framework influence. Rather it may be pointed out that the Framework statement derives its vitality from the actuality of successful and promising practices often already in existence. *A Framework for Public Education in California* is geared to the growth and expansion of the American republic and the State of California. Its implementation will thrive as unfinished business among the high schools and junior colleges so long as a vigorous and growing population in California demands new horizons for education as well as in business and industry.

## **ANNUAL REPORT OF THE CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION, 1950-1951**

**HIRAM W. EDWARDS, Secretary-Treasurer of the Committee**

The California Committee for the Study of Education submits this, its tenth Annual Report, to the California school public.

Membership of the Committee includes representatives from ten associations, from the State Department of Education, from the State Colleges, and from the University of California, with twenty-three members in all, each of whom is appointed by the president of the association or institution concerned or by the State Superintendent of Public Instruction. Appointments are for a three-year period with staggered retiring dates so that the terms of approximately one-third of the representatives expire each year. Thus, both the desired continuity and provision for a changing membership in an organization of this character are assured. There is nothing in the constitution to prohibit the reappointment of an individual, and several have been reappointed to serve one or more additional three-year periods. Each group has an alternate representative appointed in the same manner as the regular representatives. The Steering Committee, empowered by the California Committee to act on urgent matters between regular meetings of the entire Committee, is composed of three ex officio members (chairman, vice-chairman, and secretary-treasurer) and two elected members.

The California Committee is essentially a study committee. Problems presented to it are analyzed carefully from the points of view represented in the committee. When the committee agrees that an investigation is needed, it draws up a concise statement of the problem and of the issues involved and appoints a subcommittee of experts to study the situation and to recommend corrective measures. The personnel of the subcommittee includes educators who are known to have an interest in the particular problem and are willing to devote such effort and time as the study may require.

During the course of its study, the chairman of the subcommittee makes progress reports to the California Committee for its information and for such advice and suggestion as the committee may have to offer. A final report of a subcommittee usually includes recommendations which, if approved by the parent committee, are transmitted to the associations and institutions that might profit from the investigation. The California Committee has no authority to change untoward conditions in California's educational system; it serves in an advisory manner only. This limitation does not, however, affect or reduce its usefulness.

**ESTABLISHMENT OF A CALIFORNIA SUBCOMMITTEE ON  
MINIMUM ESSENTIALS IN MATHEMATICS FOR ENGINEERING INSTRUCTION**

The Pre-engineering Liaison Committee transmitted to the California Committee a request that the latter undertake a study of the minimum essentials for a college-preparatory mathematics program in high school for engineering students. At its meeting on October 26, 1950, the California Committee approved the establishment of a subcommittee for this purpose and at the same time selected the personnel of the subcommittee. The subcommittee was charged with the task of determining and outlining the essentials in mathematics that are needed by the engineering student. The essentials include the skills necessary for speed and accuracy in the handling of mathematical operations. The study also will involve the formulation of those essentials of mathematics which are needed in the junior and senior years of the colleges of engineering.

The ten members of the subcommittee and the institutions they represent are as follows:

HAROLD M. BACON, Stanford University  
S. J. BRADY, San Jose State College, *Vice-Chairman*  
CHARLES H. CEHRS, Fresno State College  
DAVID COOK, California State Polytechnic College  
RALPH MEIGS, University of Southern California  
SAMUEL SCHAAF, University of California, Berkeley  
E. H. TAYLOR, University of California, Los Angeles, *Secretary*  
J. HAROLD WAYLAND, California Institute of Technology, *Chairman*  
E. B. WEINBERG, Sacramento State College  
CHESTER G. YOUNG, Santa Clara University

**FINAL REPORT OF THE CALIFORNIA  
SUBCOMMITTEE ON SCHOLARSHIP AWARDS**

In presenting the final report of the subcommittee on scholarship awards, the chairman, J. P. Mitchell, former Registrar at Stanford University, reminded the Committee that the study was motivated by questions raised by President Robert Gordon Sproul of the University of California concerning the adequacy of currently available student scholarships to meet present-day needs. Up-to-date information was needed regarding the number of distinguished high school graduates who have been unable to continue their education in higher institutions because of the lack of financial assistance. Mr. Mitchell also reminded the Committee that *A Report of a Survey of the Needs of California in Higher Education*<sup>1</sup> included a recommendation that two thousand undergraduate subsistence scholarships be established, each paying \$750 a year. The work of his subcommittee, according to Mr. Mitchell, constituted

<sup>1</sup> *A Report of a Survey of the Needs of California in Higher Education*, pp. 109-11. Prepared by the Committee on the Conduct of the Study, Appointed by the Liaison Committee of the Regents of the University of California and the State Board of Education, George D. Strayer, *Chairman*, Monroe E. Deutsch, and Aubrey A. Douglass, Berkeley, California: Published by the Committee for the Survey of the Needs of California in Higher Education, March 1, 1948.

a follow-up of the Strayer-Deutsch-Douglass report. Attention was also directed to a means suggested for the administration of a subsistence scholarship program and to the criteria to be used in the selection of scholars. The recommendations of the subcommittee were summarized as follows:

1. That a special Board be appointed jointly by the State Department of Education and the Regents of the University of California to administer the Scholarship Program.
2. That appropriations be requested to cover the expenses of the Scholarship Board and to provide an initial 300 subsistence scholarships, each paying \$500 annually, primarily for upper division and graduate students and for attendance at California institutions of higher learning.
3. That the holders of the proposed subsistence scholarships be expected to attend public tax-supported institutions unless they also receive awards covering tuition fees from private institutions.
4. That the Scholarship Board award subsistence scholarships on the basis of (a) academic record, (b) aptitude test score, (c) financial need, (d) character, leadership, and promise of future success.
5. That the Board study continuously the requirements for subsistence scholarships and recommend to the Legislature any needed changes in number or amount of the awards.
6. That the Scholarship Board, by virtue of knowledge gained by experience, be given the power to modify the methods of selection in order that the most deserving students will be consistently selected.

The California Committee expressed itself as being heartily in favor of all of the recommendations except No. 3. There was considerable discussion concerning this recommendation. A majority of the Committee was of the opinion that such a recommendation would discriminate against the private colleges, which play an important role in education in the State. A further action of the Committee stipulated that "the report be given appropriate publication and copies of it submitted to those who are primarily concerned, including the Regents of the University of California and the members of the State Department of Education." Copies of the report were distributed as directed by the Committee, and an article summarizing the report was included in the *California Journal of Secondary Education* for December, 1950 (pp. 489-93).

#### PROGRESS REPORTS OF SUBCOMMITTEES

*From the Subcommittee on Reciprocity among California Colleges in Acceptance of Lower Division Requirements.* The chairman of this subcommittee, A. R. Davis, Dean of the College of Letters and Science, University of California, Berkeley, called attention to the great significance of obtaining a proper solution to this problem. It is particularly important because more and more students are transferring from the junior college to four-year colleges after a two-year period. In their junior college experience they normally will have completed a program

of studies including a number of courses usually designated as general education. At the present time, the California Junior College Association is conducting a study to determine what should constitute a general education at the thirteenth and fourteenth grade levels. While the nature of this program will obviously depend on the students' objectives, the fact remains that preprofessional students who receive their lower division training in the junior college will later transfer to one of our higher institutions among which the concepts of the constituents of a general education program differ. Obviously, a junior college cannot offer several programs of general education for preprofessional students in order to prepare students for transfer to a number of specific institutions. It is clear, therefore, that a plan of reciprocity among the higher institutions would be extremely desirable, if not necessary. Dean Davis made the following comment:

There is a strange conceit implicit in the educational requirements of many institutions—the conceit that the institution's own plan is the only certain road to educational salvation. We make it difficult for a student to transfer from one institution to another because the second institution cannot, or rather will not, accept the details of the creed or the particulars of the dogmas of the first. We have emphasized the assumed merit of our differences instead of the merit of basic principles on which we can agree.

Dean Davis also pointed out that his statements concerned the acceptance of general education equivalents and not professional equivalents. If a student changes his major, it is necessary for him to make up whatever prerequisite courses he lacks in the new major, with whatever loss of time may be necessary.

*From the Subcommittee on Admissions.* Herman A. Spindt, Director of Admissions for the University of California, chairman of this subcommittee, reported on one aspect of the assignment. This involved the admission of the students at the junior level. He stated that funds had been allocated by the University of California to defray the expenses incidental to the administration in certain colleges of the University of the junior level test prepared by the Educational Testing Service. The Committee wishes to determine experimentally the values of such a test in predicting college success. Plans have also been completed for the administration of the test by nineteen public junior colleges in southern California. The subcommittee hopes that the test may be administered to at least three thousand students in order to provide a satisfactory basis for a good statistical study. Because of the expense involved in carrying on a study of this character, the Committee approved an allocation of \$200 to defray the expenses of a graduate student who will carry out the statistical details under the supervision of the subcommittee.

*From the Subcommittee on Moral and Spiritual Values.* Initially, this subcommittee was established to determine whether or not a committee can do something to develop better ethical standards among stu-

dents. It was the opinion of the California Committee that the first step in this difficult assignment might well be exploratory in nature. Frank Parr, chairman, stated that the subcommittee had commenced the investigation and had at least decided to continue its exploration of the problem. The subcommittee will undertake a survey of the literature in the field. They expect, by means of a prepared survey form, to determine just what is now being done in the public schools of California and the effect of those procedures. The questionnaire will inquire concerning these points:

1. What is desirable ethical behavior?
2. What is being done by various schools of the State to bring about desirable behavior?
3. Ways of evaluating outcomes.

A graduate student at Stanford University has agreed to study the results of the questionnaire in connection with graduate study at Stanford University for a higher degree. The California Committee appropriated \$200 to assist in this aspect of the assignment of the subcommittee. Because of the interest of the State Department of Education in the work being done by the subcommittee, it was agreed to request Helen Heffernan to appoint a member of her staff to the subcommittee.<sup>1</sup> Finally, Mr. Parr stated that the subcommittee was not particularly satisfied with its name. It was suggested that the subcommittee consider the following name: "California Subcommittee on the Development of Moral and Spiritual Values Among Students." The subcommittee has now, however, adopted the name: "California Subcommittee on Moral and Spiritual Values."

**FINANCIAL REPORT FOR THE CALIFORNIA COMMITTEE FOR THE  
STUDY OF EDUCATION—1950-1951**

(1) <i>Receipts</i>		
Balance on hand as of July 1, 1950		\$624.44
Received from sale of Foreign Language Bulletins		7.50
<b>TOTAL RECEIPTS</b>		<b>\$631.94</b>
(2) <i>Expenditures</i>		
Mimeographing		
Miscellaneous meeting notices, copies of agenda, etc.		\$2.90
Report of Subcommittee on Scholarship Awards		10.85
Survey made by Subcommittee on Moral and Spiritual Values		
Mimeographing		46.65
Envelopes		19.42
Car to collect material, San Francisco		2.20
Mailing charges		22.00
<b>TOTAL EXPENDITURES</b>		<b>\$104.02</b>
<b>BALANCE ON HAND, June 30, 1951</b>		<b>\$527.92 *</b>

\* \$200.00 has been allocated for the use of the Subcommittee on Admissions. Of the \$200.00 allocated for the use of the Subcommittee on Moral and Spiritual Values, a balance of \$109.74 remains.

<sup>1</sup> Mrs. Ruth Edmands, Consultant in Elementary Education, was appointed.

**MEMBERSHIP LIST OF THE CALIFORNIA COMMITTEE FOR THE  
STUDY OF EDUCATION, 1950-51**

<i>Name</i>	<i>Organization or Institution</i>	<i>Term Expires December 31</i>
WILLIAM G. PADEN	California Association of School Administrators	1953
HOMER H. CORNICK	California Association of School Administrators	1951
CHARLES S. MORRIS	California Association of Secondary School Administrators	1952
* ERWIN A. DANN, <i>Chairman</i>	California Association of Secondary School Administrators	1953
J. E. HURLEY	California Association of Secondary School Administrators	1951
R. K. LLOYDE	California Association of Adult Education Administrators	1953
HOWARD H. PATTEE	California Association of Independent Schools	1953
FATHER JAMES BROWN	California Council of Catholic School Superintendents	1952
VESTA M. PETERSEN	California Elementary School Administrators Association	1952
JACK REES	California Elementary School Administrators Association	1951
HELEN HEFFERNAN	California School Supervisors Association	1953
ROBERT N. BUSH	California Society of Secondary Education	1952
ELMER C. SANDMEYER	Junior College Association	1951
LLOYD LUCKMANN	Junior College Association	1952
* FRANK B. LINDSAY	State Department of Education	1952
JAY D. CONNER	State Department of Education	1953
WARREN H. NATWICK	State Department of Education	1951
* J. PAUL LEONARD	State Colleges	1951
EDWARD W. STRONG	University of California	1952
J. H. WILLIAMS	University of California	1953
* H. W. EDWARDS, <i>Secretary-Treasurer</i>	University of California	1951
* R. D. HARRIMAN, <i>Vice Chairman</i>	Western College Association	1951
EVELYN S. LITTLE	Western College Association	1953

**ALTERNATES**

JAMES H. CORSON	California Association of School Administrators
W. H. VAN DYKE	California Association of Secondary School Administrators

\* Members of the Steering Committee.

<i>Name</i>	<i>Organization or Institution</i>
WESLEY PUGH	California Association of Adult Education Administrators
WILLIAM KRATT	California Association of Independent Schools
ENOCH DUMAS	California Elementary School Administrators Association
BASIL H. PETERSON	California Junior College Association
WALTER R. HEPNER	State Colleges
H. A. SPINDT	University of California
JOHN L. MOTHERSHEAD	Western College Association
H. M. MCPHERSON	California Society of Secondary Education
REV. PATRICK ROCHE	California Council of Catholic School Superintendents

# DEPARTMENTAL COMMUNICATIONS

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### APPOINTMENT OF STATE LIBRARIAN

Governor Earl Warren announced on August 3, 1951, the appointment of CARMA RUSSELL ZIMMERMAN as California State Librarian, succeeding Mabel R. Gillis who retired on June 30, 1951. The selection was made on recommendation of a state-wide committee of leading librarians appointed by the Governor to survey the field and interview candidates.

Mrs. Zimmerman was State Librarian of Washington from 1945 to 1951. As a former Californian she was connected with libraries at Berkeley, Watsonville, Santa Ana, and San Bernardino. She served as Orange County Librarian from 1937 to 1942, and San Bernardino County Librarian from 1942 to 1945.

Mrs. Zimmerman is a graduate of Oklahoma College for Women and has done graduate study in library science at Columbia University and the University of California. She received the master's degree in history at the University of California in 1932.

She had served as a member of the council of the American Library Association since 1945, and recently was president of the Pacific Northwest Library Association. Her new duties at Sacramento were assumed on September 17.

### APPOINTMENTS TO STAFF

Effective August 15th, CONRAD F. WEDBERG, Field Representative in Speech Correction on a half-time basis, was assigned a full-time role as Consultant in Speech Correction in the Bureau of Special Education with headquarters in Sacramento. Prior to his present assignment he also was a member of the Speech Department faculty of the University of Southern California with headquarters in Los Angeles.

LOUIS E. MEANS of Los Angeles was appointed Consultant in School Recreation in the Bureau of Health Education, Physical Education, and Recreation, effective August 11, 1951, filling the vacancy created by the military leave granted to Carson Conrad. Mr. Means is a graduate of Ball State Teachers College in Indiana, holds the degree of master of science granted by the University of Wisconsin in 1939, and is completing graduate work for the doctorate at the University of California, Los Angeles.

Mr. Means has had nearly 30 years of experience as instructor and director of athletics and physical education in high schools and colleges in Indiana, Wisconsin, and Nebraska. He is the author of several textbooks and numerous articles on physical education activities and sports. His headquarters will be at 1014 Ninth Street, Sacramento.

FRANK P. SCHROETER, principal of Fowler High School, has been appointed to the position of Field Representative in the office of School Planning, effective July 11, 1951. He received the B.S. degree in business administration at the University of California in 1927 and the M.S. in business education at the University of Southern California in 1934. His school experience includes three years of teaching business subjects and 21 years of administration in secondary schools in Fresno County. His headquarters will be at 918½ J Street, Sacramento.

Three additional field representatives have been appointed in the Division of Public School Administration to assist in the School Facilities Survey being conducted under direction of Drayton B. Nuttall. ELWOOD H. LEHMAN of San Diego, who has had more than 15 years experience in counseling and administration in elementary and junior high schools, will have his headquarters with Harvey H. Ferris in the Sacramento office of the Survey at 918½ J Street. DARREL H. SLOCUM, on leave from teaching in Los Angeles public schools, and ROBERT F. STONE of El Camino Junior College are serving as field representatives of the School Facilities Survey with headquarters at 1014 Black Building, Los Angeles.

## BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

### NEW PUBLICATIONS

*Business Education in California.* Bulletin of the California State Department of Education, Vol. XX, No. 9, August, 1951. Sacramento: California State Department of Education, 1951. Pp. viii+72.

The purpose of this illustrated bulletin is to provide information about current programs of business education in California. The bulletin is the product of the co-operative activities of the California Business Education Association and the Bureau of Business Education of the California State Department of Education. The staff of the Bureau of Business Education planned the publication, the major responsibility for planning and organizing the material being assumed by M. Bernadine Bell, Consultant in Business Education.

Chapters discuss business education in the schools, with sections on business education in the junior high school, in the four-year and senior high school, in the junior college, and in the school for adults; objectives of business education; administration and supervision of business education; and teacher education and certification.

Copies are being distributed to county and city superintendents of schools, superintendents of high school districts and junior college districts. Copies are also being sent to all secondary school principals in sufficient quantity to provide a copy for each teacher of business education. Additional copies will be furnished on request from superintendents of schools or from principals of high schools in districts without superintendents.

*A Report of Activities of the Bureau of School District Organization for the Period of October 1, 1949 to February 1, 1951.* Including Pertinent Data Relative to the Program of School District Organization under Chapter 16 of Division 2 of the California Education Code. Sacramento: California State Department of Education, 1951. Pp. vi+18.

This report, prepared by Emmett R. Berry, Chief of the Bureau of School District Organization in the California State Department of Education, has been issued in response to many requests throughout the state.

Chapters deal with Education as a state responsibility; activities of the Bureau of School District Organization; county committee activities from January 1, 1950, to February 1, 1951; and recommendations for the improvement of school district organization. In the appendix are statistical summaries of the results of school district reorganization in California during the six years from July 1, 1945, to July 1, 1951, both state-wide and by counties, and for the single year from July 1, 1950, to July 1, 1951.

Copies have been sent to county, city, and district superintendents of schools and to county committees on school district organization.

*Laws and Regulations Relating to Education and Health Services for Exceptional Children in California.* Sacramento: California State Department of Education, 1951. Pp. vi+58.

This compilation of laws and regulations relating to exceptional children has been published to assist public agencies in extending and improving their services for exceptional children. Part I contains those laws and regulations dealing with the education of physically handicapped and mentally retarded minors. Part II contains those laws dealing with examination of children who show evidences of impaired mental health. Part III contains those laws and regulations dealing with health services to physically handicapped minors. The publication includes those additions, amendments, and other changes resulting from the action of the 1951 regular session of the California Legislature.

Copies will be sent to county, city, and district superintendents of schools, supervisors and directors of instruction, supervisors of child welfare and attendance, health department personnel and county health officers, and to directors and supervisors of special education.

# INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

## ATTORNEY GENERAL'S OPINIONS

### **Letting of Building Contracts by School Districts**

When the lowest bid for the construction of a building for a school district is in excess of the amount the governing board has made available, no provision having been made for the submission of alternate bids on alternate propositions, the board and the low bidder cannot lawfully agree that in the event the bidder is awarded the contract he will at the same time agree to and execute a change order to be made a part of the contract making such changes in the specifications as are necessary to reduce the contract price to the amount available. Such an agreement is in violation of the competitive bidding requirements of Education Code Sections 18051 and 18052, since it would result in letting a contract for the construction of a building having specifications differing from those called for in the call for bids. (AGO 51-93, 18 Ops. Cal. Atty. Gen. 1.)

### **Distribution of Personal Property and Funds of Component District Included in Unified School District**

Where a unified school district is formed to include a portion of an existing elementary school district, Education Code Section 4964 does not entitle the unified school district to any of the personal property or funds of the elementary school district although the latter is, under Education Code Section 4872, a component district of the unified school district. Section 4964 is applicable only when an existing district goes out of existence because it is divided completely between two or more unified school districts or between one or more unified school districts and one or more other districts. (AGO 51-23; 18 Ops. Cal. Atty. Gen. 64.)

# FOR YOUR INFORMATION

## NEW MAPS OF CALIFORNIA

The Division of Mines of the State Department of Natural Resources offers for sale to school districts a set of two companion maps of California, each measuring 22 by 24 inches.

The basic map is a shaded relief map of the state, prepared by chief artist Hal Skelton by shading a contour map (scale 1:1,000,000) and later removing the contour lines. Important features of the relief, especially those related to geology, were accentuated by the artist after he flew over the entire state and observed the surface relief from the air. The scale of the reduced final product is approximately 30 miles to the inch.

The companion map is a geomorphic map of the state prepared by Olaf P. Jenkins, Chief of the Division of Mines, in 1938. It contains brief descriptions of the 12 geomorphic regions of the state.

Sets of these maps may be ordered from the State Division of Mines, Ferry Building, San Francisco, at 77 cents per set, including sales tax.

## GEOGRAPHIC SCHOOL BULLETINS

The National Geographic Society resumed publication of its *Geographic School Bulletins* for the school year 1951-52 on October first. This will be the thirty-third consecutive year of publication. Upon payment of 40 cents, any accredited teacher, librarian, or advanced student in the United States or its possessions may subscribe to the *Bulletins* and receive 30 weekly issues for the year. Each issue will contain five articles and seven illustrations or maps.

In line with its purpose of increasing and diffusing geographic knowledge, the National Geographic Society has sent expeditions to explore remote parts of the world and unknown realms of science. Its *Geographic School Bulletins* are a further expression of the same purpose, helping the youth of America to understand geographic factors that touch their lives.

Orders for subscriptions should be addressed to the National Geographic Society, Washington 6, D.C.

## SCHOOL SAVINGS JOURNAL

Attention of school personnel is directed to the Fall 1951 *School Savings Journal for Classroom Teachers* which features the importance of School Savings in the defense effort. The journal contains stories of

activities actually being carried on in schools in various parts of the United States. The lift-out poster in the center illustrates the caption, "The MITE of Each is the MIGHT of All."

### THEODORE ROOSEVELT ANNIVERSARY

The anniversary of the birth of Theodore Roosevelt, twenty-sixth President of the United States, occurs on Saturday, October 27, 1951. The Women's Theodore Roosevelt Memorial Association, 28 East Twentieth Street, New York 3, N.Y., suggests that teachers select a day during the week preceding that Saturday for appropriate classroom observance of this anniversary. The Association will furnish upon request a mimeographed outline of a short play suitable for children to give in their own words, based on incidents in the life of "T.R."

### TULARE COUNTY HEALTH INSTRUCTION GUIDES

The schools of Tulare County have guides for health instruction in every grade. The *Health Instruction Guide for Elementary Schools*, which was published in January, 1950, has already had two printings. It is 140 pages in length and sells for \$1.50. Requests for copies have been received from UNESCO headquarters in Paris, from China, Japan, the Canal Zone, South America, and from 34 states in this country. A *Health Instruction Guide for Secondary Schools* (152 pages, \$4), was prepared and published under the leadership of J. Post Williams, County Superintendent of Schools, with the co-operation of 27 local and state organizations, for issuance in December, 1950.

The author of both publications is O. E. Byrd of Stanford University, Tulare County School Health Consultant; the editor Burt M. Kebrik, Coordinator of Health Education in Tulare County. Dr. Kebrik states that these guides together represent one of the first attempts to develop co-operatively an integrated program of health instruction on the county level from kindergarten through grade 14, based upon extensive studies of pupil and community needs and interests.

### SCIENCE TALENT SEARCH FOR 1952

Forty successful contestants in the annual Science Talent Search to be conducted in 1951-52 by Science Clubs of America will share in \$11,000 in scholarships and win trips to Washington, funds for which are provided by Westinghouse Educational Foundation.

Each contestant must take an examination in December, 1951, and will write a report on the subject, "My Scientific Project," telling what he is doing or plans to do in science in the way of experimentation or other research activity.

Conductors of the Science Talent Search urge that 1952 high school seniors get an early start on their projects, to allow time for careful work and thorough reports. The following instructions are printed in the contest announcement:

1. Pick a subject that you can investigate at first-hand, preferably one about which you can do more than just read. Typical projects of Science Talent Search winners have been in such fields as Aeronautics, Agriculture, Astronomy, Botany, Chemistry, Electronics, Geology, Mathematics, Meteorology, Medical Sciences, Nutrition, Photography, Physics, Psychology, Radio, and Zoology.
2. Whatever your project may be—read about it. Learn what has already been done. It is often desirable to repeat previous experiments, but it should be done deliberately and for a purpose.
3. Write what you did, not merely what you read. Tell it in simple language; follow it through step by step. Then tell what you observed as a result of your experiments, and what conclusions you draw from those observations.
4. Fancy writing has no place in science. There has been great writing in the sciences but it is the greatness of strength and simplicity.

Information about the competition can be secured from Science Clubs of America, 1719 N Street, N.W., Washington 6, D.C.

# PROFESSIONAL LITERATURE

## PUBLICATIONS RECEIVED

*Basic Statement for Physical Education.* Bulletin Number 1, New York State Physical Education Standards Project. Albany, N. Y.: University of the State of New York, 1951. Pp. 30.

*The Bureau of Educational Research: The Work It Does, the People It Serves.* Columbus 10, Ohio: College of Education, Ohio State University, 1951. Pp. 16 (unnumbered).

BYRD, O. E., and KEBRIC, BURT M. *Health Instruction for Elementary Schools.* Visalia, California: Office of Tulare County Superintendent of Schools, 1950. Pp. 140. \$1.50.

———. *Health Instruction for Secondary Schools.* Visalia, California: Office of Tulare County Superintendent of Schools, 1950. Pp. 152. \$4.

*Certification Requirements for School Personnel, Including Forty-eight States, District of Columbia, Territories, and Outlying Parts.* Prepared jointly by W. Earl Armstrong, Associate Chief for Teacher Education, U. S. Office of Education, and T. M. Stinnett, Associate Secretary, National Commission on Teacher Education and Professional Standards, National Education Association. Circular No. 290. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. vi + 182 (reproduced from typewritten copy). \$0.70.\*

*Developing Meaningful Practices in Arithmetic: Another Step Toward a More Flexible Elementary School Curriculum.* A third Report by the Committee on Flexibility. Syracuse 10, N. Y.: Central New York School Study Council (219 Slocum Hall, College Place), June, 1951. Pp. xii + 124.

*Digest of Annual Reports of State Boards for Vocational Education, Fiscal Year Ended June 30, 1950.* Washington 25: Division of Vocational Education, Office of Education, Federal Security Agency, 1951. Pp. vi + 96 (reproduced from typewritten copy).

FARR, MAUDE. *Faculty Salaries in Land-Grant Colleges and Universities, 1949-50.* Circular No. 283. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. ii + 10. \$0.15.\*

*The Four Million.* Report of the New York State Citizens' Committee of One Hundred for Children and Youth, 1951. Albany, N. Y.: Published by the Committee (66 Beaver St.), 1951. Pp. xxxiv + 226.

*Financial Support of the Public Schools in California.* Preliminary Study by Committee on Financial Support of Education. California Public School Administration Service, Research in Administration, Number 3, May, 1951. Pasadena 1, California: California Association of School Administrators (35 N. Raymond Ave.), 1951. Pp. 40. \$0.50.\*\*

*Improving School Holding Power: Some Research Proposals.* Report of Representatives of School Systems in Cities of More Than 200,000 Population, Work Conference on Life Adjustment Education, Chicago, Illinois, February 5-7, 1951. Circu-

\* Distributed by the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

\*\* Discounts on orders in quantity.

lar No. 291. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. 86 (reproduced from typewritten copy). \$0.40.\*

KEMPFER, HOMER. *Identifying Educational Needs of Adults*. Circular No. 330. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. vi + 64 (reproduced from typewritten copy). \$0.35.\*

LANGDON, GRACE, and STOUT, IRVING W. *These Well-Adjusted Children*. New York: The John Day Co. (210 Madison Ave.), 1951. Pp. x + 246. \$3.75.

LASH, HENRY. *Current Literature in Vocational Guidance: An Annotated Bibliography*. Los Angeles Junior College Chronicles. Los Angeles School District Publication No. 521. Los Angeles 12: Los Angeles Public Schools, June, 1951. Pp. viii + 24. Single copies free; in quantity, \$0.15 each.

NEISER, EDITH G. *How to Be a Good Mother-in-law and Grandmother*. Public Affairs Pamphlet No. 174. New York 16: Public Affairs Committee (22 E. 38th St.), 1951. Pp. 32. \$0.20.\*\*

*1951 Achievement Testing Program in Independent Schools and Supplementary Studies*. Educational Records Bulletin No. 57. New York 32: Educational Records Bureau (21 Audubon Ave.), July, 1951. Pp. xiv + 86 (reproduced from typewritten copy).

*Physical Education for Children of Elementary School Age*. A Report of the National Conference on Physical Education for Children of Elementary School Age, Washington, D. C. Chicago 4: The Athletic Institute (209 S. State St.), January, 1951. Pp. 48. \$0.50.

*Proceedings of the Second Regional Conference on Conservation of Natural Resources, University of California, Berkeley, January 25-28, 1951*. Sponsored by California Department of Natural Resources, University of California, California Department of Education. Sacramento: Conservation Education Section, California Department of Natural Resources, 1951. Pp. 56.

*A Prospectus for the Professional Preparation of Recreation Personnel*. Prepared with the assistance of Subcommittee on Professional Preparation of Recreation Personnel, State Recreation Commission. Publication No. 11. Sacramento 14: State of California Recreation Commission (909½ Eighth St.), June, 1951. Pp. 78. \$0.75.

*Public School Finance in California*. San Francisco 4: California State Chamber of Commerce, May, 1951. Pp. 20.

*Schools for Our Times*. Annual Report of the Profession to the Public, by the Executive Secretary of the National Education Association of the United States. Washington 6: National Education Association (1201 Sixteenth St., N. W.), 1951. Pp. 16.

SEGEL, DAVID. *Frustration in Adolescent Youth: Its Development and Implications for the School Program*. Bulletin 1951, No. 1. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. vi + 66.

*Standards Manual for Football, Soccer and Softball Skills, Boys, Grades 7-12 (Tentative)*. Bulletin No. 3, New York State Physical Education Standards Project. Albany, N. Y.: The University of the State of New York, 1951. Pp. 106.

*Statistics of Public-School Libraries, 1947-48*. Chapter Eight of Biennial Survey of Education in the United States, 1946-48. Prepared by Nora E. Beust with the assistance of Mary M. Willhoite, under direction of Emery M. Foster. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. vi + 74.

*Tentative Syllabus and Teaching Suggestions for a Course in Office Practice, Grades 11 and 12*. Albany, N. Y.: University of the State of New York Press, 1951. Pp. 140.

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